

INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
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The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. The EAP does not expect any school to divulge any sensitive, proprietary business information. The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:

Chamberlain University

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

Chamberlain's mission is "to educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations."

Chamberlain's vision is "By living chamberlain care®, we graduate extraordinary healthcare professionals who transform the health of people worldwide."

Chamberlain's purpose is to "To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates."

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Please refer to the attached Institutional Planning Appendix.

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

Please refer to the attached Institutional Planning Appendix.

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Please refer to the attached Institutional Planning Appendix.

D. SWOT ANALYSIS *(continued)*

Please refer to the attached Institutional Planning Appendix.

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

Please refer to the attached Institutional Planning Appendix.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

DocuSigned by:

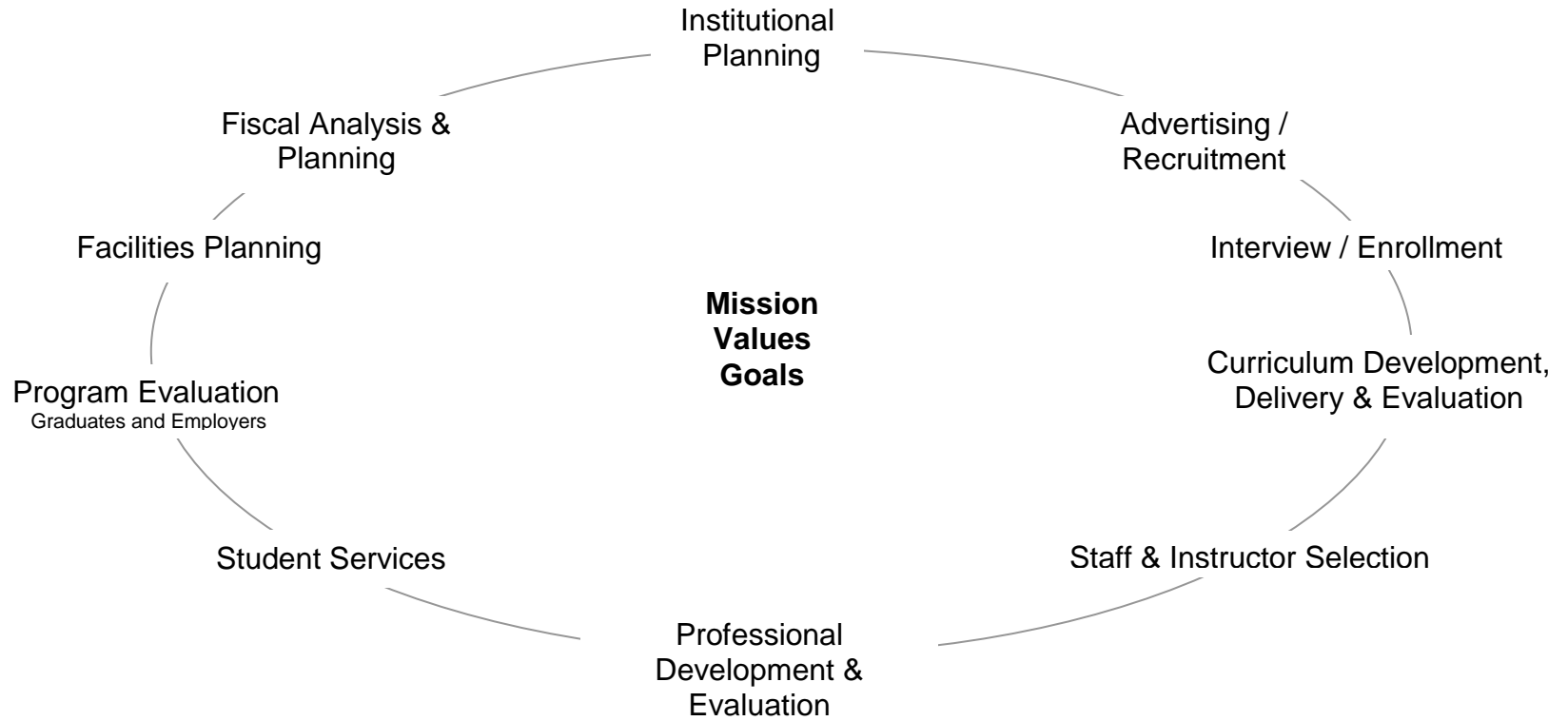
Signature of Authorized School Official: *Corinne Yamamoto*

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Print or Type Name and Title of Authorized School Official:
Corinne Yamamoto, Director, Licensing & Accreditation

Date: 9/21/2023 | 8:40 AM CDT

INSTITUTIONAL SYSTEMS



Appendix: Institutional Planning for Chamberlain University (continued)

II. PLANNING ELEMENTS

B. MARKET (continued)

Chamberlain University's College of Nursing prepares extraordinary nurses with the knowledge, skills, values and beliefs required to not only succeed but make a difference in today's complex healthcare environment. Chamberlain University aims to enhance learning across the curriculum in a tangible way through extensive support. This means students have access to comprehensive support tools and customized plans for mastering course content throughout their degree program in order to serve as extraordinary nurses who will transform healthcare.

Broadening the mission through the College of Health Professions is Chamberlain's largest step in the journey toward transforming the health of people worldwide. By educating practitioners to collaborate with partners and communities to promote regional, national and international health and wellness through the integration of education, service, workforce development and scholarly activities, the University is continually moving closer to what the Robert Wood Johnson Foundation calls a Culture of Health. Chamberlain is educating and empowering extraordinary healthcare professionals who will transform the health of people, families, communities and nations.

As one University students have the opportunity to earn a bachelor's degree, master's degree or a doctoral degree. Chamberlain's degree programs have been developed to address the personal and professional needs of healthcare professionals, meet the skill and staffing needs of the industry and transform healthcare delivery as a whole for the public at large. More information regarding Chamberlain's program is available at www.chamberlain.edu/programs.

What differentiates Chamberlain from other on-ground and online health professions programs is *Chamberlain Care*®. *Chamberlain Care*® reflects our fundamental belief in Chamberlain's responsibility and ability to achieve superior student outcomes for a diverse population of students. Care for students is operationalized through initiatives that lead to teaching excellence, extraordinary care, and strong support for each student's learning experience, motivating actions instead of demotivating actions and encouragement instead of discouragement in the face of challenges. *Chamberlain Care*® has become the lens through which all operations, processes, practices, behaviors and interactions are viewed and assessed.

Prospective students are nurses who seek to advance their careers, other healthcare professionals who want to explore new skill sets, and healthcare professionals who want continuing education opportunities in a flexible environment that allows them to work and go to school. Prospective students learn about Chamberlain through internet and social media marketing; exploration of the University's website; networking with faculty, leaders and students at professional conferences; and through word-of-mouth from students and alumni.

C. MANAGEMENT (continued)

Chamberlain University ("University") is a subsidiary of Adtalem Global Education ("Adtalem"). The Board of Directors of Adtalem delegates to the University Board of Trustees general oversight of the University's academic affairs (programs, campuses, and other major activities). The Board of Trustees reviews and approves the University's mission, institutional policies and strategic plans; evaluates the president's organization, management and operations of the University; and reviews and approves the annual budget and operating plan.

Karen Cox, PhD, RN, FACHE, FAAN, president of Chamberlain University, reports to the Board of Trustees and Stephen Beard, President and CEO of Adtalem, and Adtalem Institutional Support Services provides operational oversight. Reporting to the president of Chamberlain, among others, are the Provost/Chief Academic Officer, Chief Operating Officer, Vice President of Clinical Operations, and Senior Director of Institutional Innovation and Strategy.

Reporting to the Provost is Associate Provost and Chief Research Office; Associate Provost, College of Nursing Non-Pre-Licensure & College of Health Professions; Associate Provost of Academic Quality; Associate Provost of Social Mission and Academic Excellence; and the Director of Faculty Development and Education Innovation. The provost team is committed to serving the university's campuses and programs, and is pursuing priority themes such as quality, innovative learning, practice readiness and non-academic care interventions for students.

The Associate Provost, College of Nursing Non-Pre-Licensure & College of Health Professions is responsible for the development, operation, and continuous improvement of the online programs. These responsibilities include but are not limited to curriculum management and course development at the RN-to-BSN and graduate levels; delivery of superior student services to students enrolled in Chamberlain's online programs; and achievement of key academic and business metrics related to the performance of the online nursing programs.

Reporting to the Associate Provost, College of Nursing Non-Pre-Licensure & College of Health Professions are the deans for each program. The Program Dean's responsibility is to administer and coordinate resources to ensure courses are delivered with adherence to the curriculum and the overall program outcomes. The Program Dean also provides leadership in ongoing course delivery, ensuring Chamberlain's educational objectives are achieved. Program deans also are responsible for approving faculty appointments, the supervision and evaluation of faculty performance, and implementation of best practices in teaching and learning. The Program Dean ensures that meaningful assessment of student achievement is conducted in each course and that assessment measures are used for continuous improvement of courses and curriculum.

D. SWOT ANALYSIS (continued)

Strengths/Weaknesses

Achieving Superior Academic Outcomes – 2022 (previously submitted)

The National Council of State Boards of Nursing (NCSBN) is expected to launch a new registered nursing licensing exam, Next Generation NCLEX-RN® (NGN), on April 1, 2023. The NGN will increase the assessment of clinical judgment in real world scenarios that will require consideration of context, consequences, time constraints, and risks. The new test items use formats assessing the different layers of critical judgment to determine how candidates make decisions based on individual and environmental factors.

One of Chamberlain University's strengths is its commitment to achieving superior academic outcomes and its ability to effectively leverage instructional technology to support deep learning and student success. A goal for the prelicensure Bachelor of Science in Nursing (BSN) degree program is to achieve or exceed the national BSN first-time NCLEX pass rate. Chamberlain currently has several strategies to promote NCLEX success, including the use of a proprietary predictive model for early and ongoing assessment of academic factors and Social Determinants of Learning™ (SDOL) that identifies students at-risk for NCLEX exam failure; information about students' content/concept mastery as they progress through the program; virtually simulated standardized patient cases; and robust academic support including tutoring. However, NGN is expected to be a more difficult licensure examination. Therefore, Chamberlain is undertaking additional steps to prepare students for the new format and support achievement of its NCLEX pass rate goal.

1. Complete the roll-out of Edapt in all BSN courses by the September 2023 session. This is an adaptive learning environment that allows for a personalized pedagogical approach, based on the student's performance in module assignments, to achieve mastery of all module concepts. The focus is on "right thinking" versus "right answer."
 - a. Embed Edapt activities into courses as they are scheduled for refresh.
 - b. Train students and faculty how to use Edapt dashboards to identify learning opportunities and gaps before students sit for a graded exam.
2. Implement a new assessment platform.
 - a. Train faculty how to build exams in ExamSoft by quarter 2 of FY2023.
 - b. Faculty implement course quizzes in ExamSoft starting quarter 2 of FY2023.
 - c. Train faculty on optimal use of the "Strengths and Opportunities" report during quarter 3 of FY2023.
 - d. Faculty use results from Edapt dashboards and the "Strengths and Opportunities" report to inform teaching by the end of quarter 3 of FY2023.
3. Ensure students have ample opportunity to practice answering the new NGN format types.
 - a. Complete development of the secure test bank so faculty can use it starting in the September 2022 session for creation of NGN-style exams and quizzes using valid/reliable items.

- b. Implement Clinical Judgment Examinations across the curriculum beginning in the September 2023 session. Each subject exam includes an “Open Check” (practice) exam that allows students to retake the exam, after remediating their opportunities, multiple times prior to sitting for the “Benchmark” exam (score entered in the gradebook).
- c. Deploy only NGN format content mastery practice and proctored exams provided via a third-party vendor in the courses where they are available by the January 2023 session.

The effectiveness of this action plan will be measured annually by comparing Chamberlain’s overall NCLEX-RN pass rate with the national BSN published by NCSBN. Assessment of progress toward this goal will be measured throughout the year with these metrics:

- Quarterly NCLEX pass rate – *Benchmark* \geq national BSN average pass rate
- Session aggregate content mastery exam performance – *Benchmark* \geq average internal score (varies by content area)
- Session aggregate comprehensive predictor performance – *Benchmark* \geq 76.7 average score

2023 Updates

Achieving superior academic outcomes remains a top priority for Chamberlain University. All of the strategies described for improving NCLEX success will be fully implemented by the end of the September 2023 session. While NCLEX pass rates improved over the last four quarters, Chamberlain’s benchmark was not met. However, it was encouraging that the pass rate for the second quarter of 2023 – the first quarter that the Next Generation NCLEX was administered – increased nearly seven percentage points from the previous quarter. Since there was little improvement in pass rates during the last two quarters of 2022, new initiatives were added. These included a mandatory, in-person (on-ground or virtually) NCLEX preparation course scheduled in the last session of the program and at no cost to students; access to a third-party vendor’s NCLEX preparation/review resource materials for six months after graduation at no cost to graduates; and implementation of a Practice Readiness e-Portfolio in which students include their Strengths and Weaknesses reports and their remediation activities allowing them to track progress and opportunities throughout the program. Additionally, data analysis indicated that content mastery and comprehensive predictor exams no longer added value as a predictor for program completion or NCLEX success; therefore, those exams have been eliminated and more emphasis placed on clinical judgment assessments.

Advising and Retention Services – 2022 (previously submitted)

Chamberlain’s traditional model for student advising was a Student Support Advisor who managed students’ academic advising needs (e.g., registration, academic polices such as withdrawal or course drop, maintenance of degree audits) and financial advising (e.g., payment plans, financial aid options). Since 2021, there has been decreased student satisfaction, student engagement, and level of confidence with Student Services and Chamberlain. Increased responsibilities and recent organizational change have resulted in decreased colleague

engagement and increased burnout and turnover. This has impacted colleague bandwidth and has resulted in significantly high hold times, delays in response to student's questions/concerns, delayed next session enrollment, and the inability for students to connect with advisors in order to engage in meaningful conversations that promote student success and persistence.

Chamberlain strives to provide a stellar student experience and robust support for student success. Therefore, Chamberlain is launching a new advising model in the second quarter of fiscal year 2023 with a focus on collaborative partnerships with students to encourage student development, promote retention, increase graduation rates, and positively impact academic outcomes. Specific objectives include:

1. Provide defined role responsibilities for colleagues and clear points of contact for students. Beginning September 2022, the model of Student Services Advisor will transition to two separate roles – an Academic Support Advisor (ASA) and a Student Finance Advisor.
2. Empower ASA colleagues with the knowledge and skills that promote student success. Following the assignment of current Student Support Advisors to the ASA team, retraining will be provided on the processes that promote student success, problem-solving techniques, academic advising theory, learning theory, application of the Social Determinants of Learning, creating an environment of coaching and support, and using data to identify at-risk students.
3. Optimize technology for proactive student outreach. Through the third quarter of fiscal year 2023, the Advising and Retention Services will collaborate with the IT department to develop omnichannel student communication, automate routine processes, and create an advising services microsite within the Chamberlain website.

An evaluation plan has been developed for the early implementation period consisting of the following checkpoints.

- 30-day Check-in: Meeting with functional leaders to solicit feedback and insight regarding overall effectiveness of the new advising model and services
- 60-day Check-in: Meet with each advising team to solicit feedback on the new structure, roles and responsibilities, and current state of work/life balance
- 90-day Check-in: Conduct student focus groups for feedback on the effectiveness of the advising model and overall student satisfaction related to the knowledge accuracy, level of support, and response time from advisors

Effectiveness of this action plan in achieving the goals of student persistence, satisfaction with academic advising services and colleague engagement will be measured through the following assessments.

- Persistence rates (measured each session) – *Benchmark* $\geq 79\%$
- Student satisfaction (measured annually) – *Benchmark* ≥ 3 percentage points increase year-over-year
- Colleague engagement (measured annually) – *Benchmark* $\geq 60\%$

2023 Updates

The student advising and retention services team met its benchmark for persistence during fiscal year 2023 at 88.17%. Additionally, through the first quarter of fiscal year 2024, attrition rates are lower than rates during the three previous years. However, student satisfaction with student advising services was lower than in the previous two years. Two areas with the greatest opportunities for improvement were in the timeliness of a response when students contacted a student advisor and in proactively reaching out to students to see how they were doing. To improve service, the student advising team has initiated several strategies including digital platforms/tools to enhance self-service capabilities and access to student resources; leveraging social platforms (e.g., Motimatic) for automated reminders, encouragement, and “nudges” that are a call to action; development of student performance dashboards for advisors to identify at-risk students and facilitate proactive outreach; and implementing auto-registration. For fiscal year 2024, student satisfaction and colleague engagement benchmarks will remain the same, but the benchmark for persistence will increase to 88.78%.

Opportunities/Threats

Workforce Solutions – 2022 (previously submitted)

Part of Chamberlain’s strategic focus is to create a robust pipeline of qualified and diverse talent to meet the evolving needs of the healthcare industry and the wellbeing of our communities. Currently, there exists a shortage of bedside nurses due to multiple factors – burnout from the pandemic, the physical nature of the job, the lucrative salaries for travel nurses, aging workforce, and unwillingness to work in acute care settings. Not only is there an aggregate shortage across the profession, but there is a critical deficit within some practice-focused areas that existed prior to COVID-19 and have been exacerbated by the pandemic. Factors that contribute to these pockets of critical need include requirements for experience in the field, absence or insufficiency of exposure of Bachelor of Science in Nursing (BSN) students to many of these specialty arenas, and, traditionally, a lack of attention to supporting BSN students’ decisions about their “fit” for initial practice. This may be, in part, due to the prevailing notion that entry-level nursing graduates are prepared as “generalists.” While this is true, an option endorsed by the American Association of Colleges of Nursing in their new Essentials is an immersive clinical experience that “afford[s] the student an opportunity to focus on a population of interest and clinical role” as long as it provides a concentrated experience approximating professional practice expectations.¹

Chamberlain applied for and received a grant to pilot a program to determine a student’s “fit” with specialty-focused areas of nursing and to gain specialty-focused knowledge and experience prior to graduation. For the pilot, Chamberlain partnered with a specialty professional organization that will provide learning modules and assist in placing students with preceptors in the specialty area. The pilot launched at the beginning of fiscal year 2023 and will span three years. The junior or senior students who volunteer for this program will complete an assessment

¹ American Association of Colleges of Nursing (2021). *The essentials: Core competencies for professional nursing education*.

to determine their strengths related to the specialty-focus, complete learning modules outside of their BSN curriculum, and have an immersive clinical experience in the specialty-focused area in one of their last two clinical rotations.

The program evaluation will include the following.

- *Expected Outcome:* During the course of the pilot, a minimum of 300 pre-licensure BSN nursing students (a cohort of 100 students per project year) across five Chamberlain University campuses will successfully complete all the specialty practice modules during the senior year of their nursing program. Satisfactory performance, as measured by obtaining passing scores on weekly post-tests, clinical objectives and the final exam will demonstrate successful completion of the specialty modules.
- *Expected Outcome:* Students' positive ratings on the post-program survey will demonstrate their agreement the program provided (1) adequate time to learn roles and responsibilities of the specialty nurse in the clinical settings; (2) experiences to increase skills important to the specialty nurse role; (3) adequate educational materials; (4) engagement with preceptors in laboratory and clinical learning experiences; and (4) experiences that have influenced their future employment intentions. At the end of their nursing program, students will complete the Specialty Nursing End-of-Program Survey evaluating students' degree of agreement with the four areas noted in the expected outcome. The end-of-course survey consists of 25 five-point scale items (scales range from 1 = "strongly disagree" to 5 = "strongly agree") and three open-ended questions asking students to share their perceptions of program strengths, areas for improvement, and other comments they would like to share regarding their experiences. An average rating of "4" in each of the four areas noted will demonstrate achievement of the expected outcome.
- *Expected Outcome:* To demonstrate that participation in the pilot program influences students' intentions to apply for nursing positions in the specialty area, a minimum of 70 percent of students who indicated in their End-of-Program Survey intention to work in this field apply to such positions post-graduation. The number of students who report their intention to seek employment as a specialty nurse compared to the number who apply for a position will be evaluated. Achieving an application rate of 70 percent or greater of students applying for specialty nursing positions will demonstrate achievement of the expected outcome.
- *Expected Outcome:* During their first year as professional nurses, Chamberlain graduates who participated in the specialty program pilot will report feeling well prepared during their specialty orientation. A survey administered 6 months post-hire will contain 10 items to evaluate perceptions of their orientation to the specialty practice area regarding (1) adequacy of the length of time spent in various specialty practice areas; (2) opportunities to apply skills; and 3) degree the pilot program adequately prepared them for their specialty nursing position. On a scale from 1 ("strongly disagree") to 5 ("strongly agree"), an average rating of "4" in each of the three areas noted will demonstrate achievement of the expected outcome.
- *Expected Outcome:* At six months post-hire, a minimum of 90 percent of new graduate specialty program participants who complete the Alumni Survey will "agree" or "strongly agree" that their education prepared them well for employment in their specialty nursing

positions. Achievement of the outcome will be demonstrated by at least 90 percent of pilot program participants scoring a 4 (“agree”) or 5 (“strongly agree”) on the item related to how well the program prepared them.

- *Expected Outcome:* Staff nurse retention at the end of the first year of employment of those graduates who completed the specialty pilot program will be at least 30 percent greater than the average staff nurse retention among new graduate nurses hired in the previous year by that employer. The participating health systems partnering with Chamberlain for this pilot program will provide the average retention rates at the end of the first year of employment among the Chamberlain nurse graduates who participated in the pilot along with the average retention rates for (1) all new graduate nurses they hired and (2) new graduate nurses hired in the specialty area in the previous year. Achieving a 30 percent increase in retention rates among Chamberlain graduates who participated in the pilot compared to retention rates of new graduates hired throughout the health system and new graduates hired specifically in the specialty area in the previous year will demonstrate achievement of the expected outcome.

2023 Updates

The pilot program was highly successful in terms of its popularity and student satisfaction. Chamberlain far exceeded its goal of 300 students successfully completing the pilot program; since its inception, there have been 1,037 students successfully completing the specialty modules in the program. As is evident from the table below, students were satisfied with and positive about the pilot program when rating survey items on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”).

Satisfaction Item	Benchmark	Result
Adequate time to learn roles and responsibilities of the specialty nurse in the clinical settings	4	4.53
Experiences to increase skills important to the specialty nurse role	4	4.06
Adequate educational materials	4	4.40
Engagement with preceptors in laboratory and clinical learning experiences	4	4.43
Experiences that have influenced their future employment intentions	4	4.62

The students’ open-ended comments also expressed satisfaction with the content and structure of the specialty courses, the helpfulness of their preceptors, the pace of the program, and the opportunity to explore an area of nursing outside of the general curriculum.

The data regarding the model as a workforce solution also indicated success though falling short in one benchmark. The pilot did indicate that participation in the program influenced students’ intentions to apply for a nursing position in the specialty area after graduation. More than 700 (69.8%) of the students completing the specialty modules reported their intention to seek employment in the specialty area, a result very close to the expected outcome of 70%, and 57.1% actually applied for such a position. For those who were hired into a specialty role, 100% who

responded to the alumni survey agreed or strongly agreed that the program adequately prepared them for the specialty position. Graduate retention one year post-employment are not yet available.

Based on these results, Chamberlain made the decision to add a second nursing specialty to the program. There are plans to roll out specialty modules in two additional specialty areas during the remainder of fiscal year 2024.

Compliance – 2022 (previously submitted)

Chamberlain strives to maintain 100% compliance with all accreditation standards, state higher education requirements, and state licensing board regulations. Continued increases in the amount of regulation of online programs, the requirements of multiple accreditors, and continuing approval requirements of professional licensing boards across the nation require constant vigilance and ongoing enhancement of operations to ensure compliance. To help mitigate some of this risk for noncompliance, Chamberlain implemented the Strategic Planning Online (SPOL) software in 2018 to replace manual spreadsheet tracking of systematic evaluation related to standards and regulations.

However, challenges remain. SPOL did provide a single space for all systematic evaluation plan (SEP) data and action planning, when appropriate; but its functionality did not allow for aggregate reporting or the ability to track achievement of student learning outcomes. Since the contract ends in calendar year 2023, Chamberlain evaluated several products for SEP, learning assessment, accreditation automation during fiscal year 2022.

In early fiscal year 2023, Chamberlain undertook negotiations and contracting for a solution that would encompass systematic evaluation, learning assessment, and the ability to leverage those components in developing the self-study for an accreditation evaluation. During the remainder of the fiscal year, Chamberlain has these implementation goals:

- Migrate data from SPOL to the assessment module during November and December 2022.
- Go live with the assessment and accreditation modules no later than January 2023.
- Train those individuals previously identified as “SPOL Champions” on the assessment modules by the end of January 2023.
- Implement a collaborative process to develop a programmatic self-study due in August 2023.

Effectiveness of the tool will be evaluated using survey data.

2023 Updates

Chamberlain was able to go live with its new platform for accreditation and assessment on time and delivered product orientation supported by the vendor as well as Chamberlain-specific training to stakeholders. Anecdotal feedback indicates satisfaction with the ease of use and intuitive navigation in the platform. Because the academic programs have not yet completed a full cycle of program review (based on the systematic evaluation plan) and assessments, it is too early to measure the effectiveness of the platform more formally through a survey. Additionally,

there were some gaps in the migration of data from SPOL to the new platform, so there is still work to be done to update year-over-year evaluations and subsequent action plans.

One of Chamberlain's nursing programs is actively engaged in the processes for continuing programmatic accreditation. A plan for developing and submitting the required self-study was created with the input of the program dean, members of the Accreditation and Professional Regulation team who support the program, and the Director of Institutional Accreditation and Assessment. The team identified the subject matter experts (SMEs) who would assist with the writing and collection of evidence. The two strengths of the process were the ability for multiple SMEs to provide narrative to one or more assigned sections even while others worked in the same or other sections of the report, as well as to attach relevant and strong evidence to a specific quality indicator. Unfortunately, there were challenges related to the plan, such as too many collaborators, resulting in version control concerns, no single voice throughout the entire document, and lack of naming conventions for evidence. Platform challenges included the loss of formatting if something were pasted into the narrative portion; the accreditation "report" was easy to produce but was not in a format required by the accreditor; and pasting the narrative from the platform into the accreditor's template was time-consuming compounded by the added time to format the pasted narrative.

Chamberlain has another programmatic self-study due in February 2024. Plans are underway to optimize the strengths of the platform, gather input and evidence from a wide range of SMEs while limiting access to the platform site, managing evidence appended to the self-study, and including time for the cutting-and-pasting from the platform into the accreditor's required template. Chamberlain has another programmatic accreditation cycle in April 2024, and is focused on ensuring the platform is utilized in a way that optimizes efficiency and effectiveness in demonstrating compliance with accreditation standards.

E. FUTURE VISION

While the U.S. healthcare system has been focused on treating illness, fighting disease and finding cures, Chamberlain is part of a community of healthcare professionals committed to focusing on the health and wellness of communities worldwide. Chamberlain University is committed to increasing access to quality healthcare education nationwide in order to meet the needs of communities across the country and around the world. As we confront the numerous challenges of a highly complex healthcare environment working to meet the needs of a diverse and growing population, the University focuses on quality outcomes, patient engagement and the continued development of a health system built around collaboration. Chamberlain continually strives to provide solutions for today while laying the groundwork to help secure the highest quality care for tomorrow.

With changing demographics generating the need for broader population care, the number of opportunities for healthcare professionals to take on expanded roles also continues to grow. Chamberlain University's administration, faculty and colleagues are proactively confronting the pressing issues facing the healthcare community. By forging relationships with hospital

networks, individual facilities, community colleges and national organizations, such as the National League for Nursing (NLN), Sigma Theta Tau International Honor Society of Nursing (Sigma) and The DAISY Foundation, Chamberlain University is working to prepare new healthcare professionals for the challenges of an evolving and dynamic healthcare environment and enabling practicing professionals to fill key leadership roles and transform care.